

USOE Fine Arts Rainbow Chart

Fifth - Page 1		Moving		Investigating		Creating	Contextualizing
Previously Mastered Grade Level Skills	Elements of Dance with Definitions	Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Knowledge of body Basic locomotor and axial movement skills Listen to signals and respond to movement directions, conditioning principles (balance, strength, flexibility,	BODY / MIND The body is the instrument of dance. Warm-up: A series of exercises/movement to ready the mind and body Locomotor steps:	Warm-up* Conditioning principles	Explore the joy of moving the body.	Explore increased balance, strength, flexibility, endurance, alignment, and agility in and through space.	Improvise movement sequences that require increased strength, endurance, flexibility, and alignment.	Create a class warm up demonstrating challenging physical skills.	Teach and perform a class warm up.
endurance, alignment), duplicate movement, memorize sequences, isolation of body parts, joint articulation, relationship of bodily skills to time, space, and energy, perform learned choreographed phrase, create an original phrase	Steps that travel through space Axial movement: Movement that revolves around the axis and is performed in place Alignment: Body placement or posture Agility: The ability to change direction	Skills*	Explore sequences using locomotor steps and axial movement (e.g. four counts each of skips, spirals, jumps, melting).	Practice combining locomotor steps and axial movement (e.g. skipping in a spiral pathway or sliding with arms circling).	Improvise a phrase combining locomotor and axial movement.	Create a dance based on unique combinations of locomotor and axial movement.	Perform locomotor and axial movement dance.
	TIME Defines when one moves Duration (short/long): Length of movement Tempo (fast/slow): Speed of movement Metric rhythm: Grouping of beats in	Duration Note values Musical structures Canon/round*	Explore note values and combine into 16 count repeatable phrase. video	Explore variations on a 16-count rhythm pattern in a group.	Dance the 16-count rhythm pattern in a canon/round. Analyze music and choreography that uses the canon/round as structures.	Create a dance in a group using the 16 count pattern, varying the cannon in time and through space.	Perform the dance. Perceive and reflect.
	recurring pattern Accent: Emphasis that results in a beat being louder or longer than another in a measure Meter: Measure or unit of a metrical verse	Tempo*	Explore exaggerated slow and fast tempos through the abstraction of everyday or sports actions.	Practice moving in slow motion with control and focus.	Improvise slow and fast motion altering the time and space. Analyze the changes in quality and energy needed with these variations.	Create a dance alternating the contrasting exaggerated tempos and abstracted movement invented through this process alone and with a partner.	Perform the tempo dance with focus, commitment, and intent.

Fifth - Page 2		Moving		Investigating		Creating	Contextualizing
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Steady beat, tempo, changing tempos, simple rhythms, call and response, meter, accent, non- metric/breathe rhythm, rhythm patterns, note values, changing accents, musical structures	SPACE Defines where one moves Shape: The form of the body. Direction: (forward, backwards sideward, up, down) Relationships: The body's position relative to something or someone	Spatial relationships*	Explore various spatial relationships among the dancers while meeting, parting, passing, leading, following, and mirroring.	Practice mirroring, following, and flocking in partners and groups. video	Combine meeting, greeting, mirroring, and passing, parting, and following in a unique movement phrase. Watch a dance video and analyze the spatial relationships.	Create for peers, another class, or community a dance that includes meeting, greeting, mirroring, passing, parting and following the music. video	Perform. Perceive and reflect using dance terminology. Discuss the movement solutions of other classmates/ dancers.
canon/round, range of movement, shape, levels, direction, symmetry and asymmetry, moving in place and through space, pathways, mapping, negative/positive space, shapes with varying bases of support, counterbalanced shapes, spatial relationships	Body bases: Body parts that support the rest of the body	Shape*	Explore two and three-dimensional shapes alone, with a partner and in groups. video	Practice controlling the body as the shapes evolve/transition from one shape to another.	Combine two and three-dimensional shapes with locomotor and axial movement varying the elements.	Create a group dance of two and three-dimensions with locomotor and axial movements.	Perform a group dance of two and three-dimensions with locomotor and axial movements.
Performing and sequencing qualities of motion. Contrasting qualities, springboard qualities from music and nature, abstraction	ENERGY Defines how one moves Qualities of motion: Characteristics of a movement Dynamics: The degree of energy, intensity, or power in the execution of movements	Qualities* Define and identify qualities of movement inherent in visual images, objects, sound, text (poetry or prose), color, and music or movement gesture.	Explore and abstract qualities of movement inherent in visual images, objects, sound, text (poetry or prose), color, and music or movement gesture. video	Create an energy movement theme based on a visual image, object, sound text, color, or movement gesture. video	Design a movement phrase that includes changes in space and time using the energy movement theme. View master works or world dances created from visual images, objects, sound, text (poetry or prose), color, music or activity.	Create a dance based on the energy theme that uses repetition, contrast, and beginning, middle, and end. video	Perceive and reflect using dance terminology. Discuss movement choices, dance and performance skills and compositional structures.

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Awareness of self to community, world; and purpose of dance in community, cultural understanding, folk dance, ritual dance, historic context and origins of ballet and modern dance Artistic/creating skills: Imagination, audience skills, sequencing, creativity, aesthetic analysis Compositional structures: Beginning, middle, end; individual, partner; call and response, canon and round, group compositions Performance skills: Focus, concentration, kinesthetic, visual, auditory skills increased, recall, body part articulation Life skills: Cooperation, respect following directions, trust, engagement in learning, self-efficacy, turn taking	CULTURAL Individual and family Ritual/ceremonial dance: A dance that is performed as part of a, ceremony or religious even/t/ritual Folk dance: Traditional dances of a country which reflect the social customs and norms	History and culture of dance*	Watch a video or live performance of ballet and modern dance. Research and explore the historical and cultural context in which ballet and modern dance evolved.	Explore the movement that is characteristic of each genre.	Improvise movement based on the principles discovered. Analyze and compare the aesthetic of the two genres (what do the people who do this value or think is beautiful about the dance?) e.g. symmetry, the line of the body, or being airborne in ballet; unique, expressive movement, or the articulation of the spine in modern.	Create a group dance based on two principles discovered (one from each genre). Using unique movement.	